Evalution Series : 1

Educational Schemes for Tribal Students of Tripura

BOARDING HOUSE STIPEND

Dr. Jayanta Choudhury
Reshmi Ghosh

Tribal Research and Cultural Institute
Governtment of Tripura, Agartala

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Boarding House Stipend

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MESSAGE

For the development of a society there is a need of equitable and balanced progress of all the sections of human communities and for this perspective, it is very important to bring the weaker, deprived and discriminated sections such as Scheduled Tribes to the front position of mainstream socio-economic system and national development. To development tribal community, role of education is vital and educational development is more important. Education among tribal people is given priority by the government. Education is the key to all round human development. To improve the education among the tribal people, various schemes have been implemented for the betterment of tribal community. One of the major schemes is **Boarding House Stipend** where tribal student can stay in the boarding house and continue their education.

Boarding house means, a boarding house attached to a particular educational institution either run or recognised by the Government of Tripura which includes residential hostel and the a residential school is run by the Tripura schedule tribe residential education institution society. Several students used to stay in the boarding house as a broader.

I feel happy that Tribal Research & Culture Institute is publishing an Evaluation Series for the first time ever in Tripura based on the evaluation studies on various ongoing Tribal Development schemes conducted by various researchers and funded by Tribal Research & Culture Institute Government of Tripura.

Present volume is part of the evaluation series and based on empirical research conducted by Dr. Jayanta Choudhury and Reshmi Ghosh in eight sub-divisions covered all the districts of Tripura. This series has tried to find out overall status of tribal students who avail the facilities.

I strongly believe that the findings and recommendations of the study will provide immense knowledge about the educational status of tribal students in Tripura.

(Sunil Debbarma)
Director
Tribal Research and Cultural Institute
Government of Tripura

Place: Agartala
Date : 05/10/2017

ACKNOWLEDGEMENT

Education is the backbone of a country. Not only it plays a vital role in the life of every human being but also occupies an important place in the development process of a country, its growth and welfare. Even it is considered as one of the most important indicators of development in a country according to quality-of-life approach. The importance of education as one of the most powerful means of bringing about socio-economic development of the Scheduled Tribes. As educational development is a stepping-stone to economic and social development, and the most effective instrument for empowering the tribal people. Ministry of Tribal Affairs, Government of India makes all efforts for the development of tribal people in the country.

Government of Tripura also has accorded priority for promoting education among the tribal boys and girls in the state. A large number of incentives schemes have been implemented by the state government in order to achieve the objectives of the universal education in the state especially among the tribal boys and girls. The schemes are being implemented by the Tribal Welfare Department and seem very helpful towards improvement of tribal education in Tripura.

This evaluation series is the outcome of concurrent evaluation study to assess the performance of the educational schemes and find out the impact of schemes among the tribal students. It also prescribes policy direction for possible consideration of the Government of Tripura for better implementation of these schemes.

Our sincere thanks go to the Sri S. Debbarma, Director, Tribal Research and Cultural Institute, Government of Tripura for considering publishing the evaluation series. We also thankful to Sri Bidyut Kanti Dhar, Research Assistant of TR & CI for his sincere effort in various stages to

bring the manuscripts in series form. We are also thankful to Sri P.Reang, Deputy Director, Tribal Research and Cultural Institute, Government of Tripura and all the members of Research Advisory Committee and Manuscript Committee for their valuable suggestions during every step while conducting concurrent evaluation study and develop manuscript.

We acknowledge the sincere help of various field investigators for involving during various stages of the evaluation study. We were enriched enormously by the discussions with various state Government officials and local level functionaries during the study.

However, we are responsible for any fault that may remains.

Date : 05/10/2017
Place : Agartala, Tripura

Jayanta Choudhury
Reshmi Ghosh

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RESEARCH HIGHLIGHTS

- The scheme is very helpful towards improvement of Tribal Education in Tripura.
- Only 37 percent students agreed that stipend amount was adequate while 14 percent student said that the stipend amount was not helpful as amount was very low.
- 56 percent of the students believed that continuation of study would be difficult for them without stipend.
- More than 28 percent students wanted to change their boarding house due to several reasons like poor quality of food and accommodation.
- Maximum students opined to increase stipend amount for their daily expenditure.
- Majority of the students (79 %) were not aware about the name of sponsoring department.

Section - I

INTRODUCTION

Education is the major factor for development of the nation and it is also more important for tribal communities. Education is the key to all round human development. Nation's economic, social and cultural progress is determined by the education development of its citizens. Recognizing the importance of education, the government of India has initiated to achieve education for all, particularly to the goups which are socio economically backward viz Schedule Caste, Schedule Tribe etc.

Education among tribal is given highest priority for the socio economic development of tribal population. Education enables them to perform their role to be useful citizen in democracy. Development of the state lies with the development of the traibal people who are socio-economically disadvantaged and educatioonally not developed.

According to Census 1991, the total literacy rate of Tripura was 60.4 percent whereas the total literacy rate among the ST population in Tripura is 40.4 percent. So, the condition of tribal education was poor and need to implement educational schemes for the development of tribal education in Tripura. One of the major and important scheme is Boarding House Stipend, where tribal student can stay in the boarding house and continue their education.

Boarding House means a boarding house attached to a particular Educational Institution (s) either run or recognized by the Government of Tripura which includes residential hostel and the Residential school is run by

Tripura Schedule Tribes Residential Educational Institution Society. Several students used to stay in boarding house as a boarder. Boarder means a student who reads in any class up to class XII and who has been admitted to a Boarding House and includes a student who has been allowed to stay in such Boarding House from year after year as per the provisions of Rules. There are various committees and two of them are Sub-Divisional Level Boarding House Committee and Institutional Level Boarding House Committee constituted as per provisions of these Rules. The Headmaster or Head mistress or as the case may be, any other authority as a Head of the Institution which is for the time being entrusted to discharge the functions of the Headmaster or as the case may be Headmistress of a school. All government schools in the state recognized by the Government of Tripura which is passed by an act of state legislature or Parliament.

1.1. AMOUNT OF BOARDING HOUSE STIPEND

The students who stayed in the boarding house getting Rs. 40 per day as a boarding house stipend and 1 Rs. per day for sweeping and cleaning of the boarding house, which is provided for a maximum number of 322 days in an academic year for the students from KG-I to class X, staying in approved Boarding Houses.

There are 262 nos. of Boarding Houses altogether, out of which 110 nos. are run by the Non Governmental Organizations (NGOs). There are 152 nos. Government run Boarding Houses (Boys-90, Girls-48, ADC-5 & TTWREIS-9) in the State.

1.2. BOARDING HOUSE MANAGEMENT

Sub-divisional Level Boarding House Committee manage and supervise the Boarding Houses within the Sub-Division and consists of Sub-Divisional Officer as Chairman, the SDTWO as the Member-secretary, all the Heads of schools/Institutions attached with such Hostels within the Sub-Division. Sub-Divisional Level Boarding House Committee constituted by a Notification to be made by the Sub-Divisional Officer and shall have the following responsibilities :

a. To formally approve the admission of Scheduled Tribes students as recommended by the Institutional Level Boarding House committee in exercise of Rule 6(5) of these rules,

b. To recommend sanction of stipend to Tribal welfare Department,

c. To withhold the disbursement of stipend,

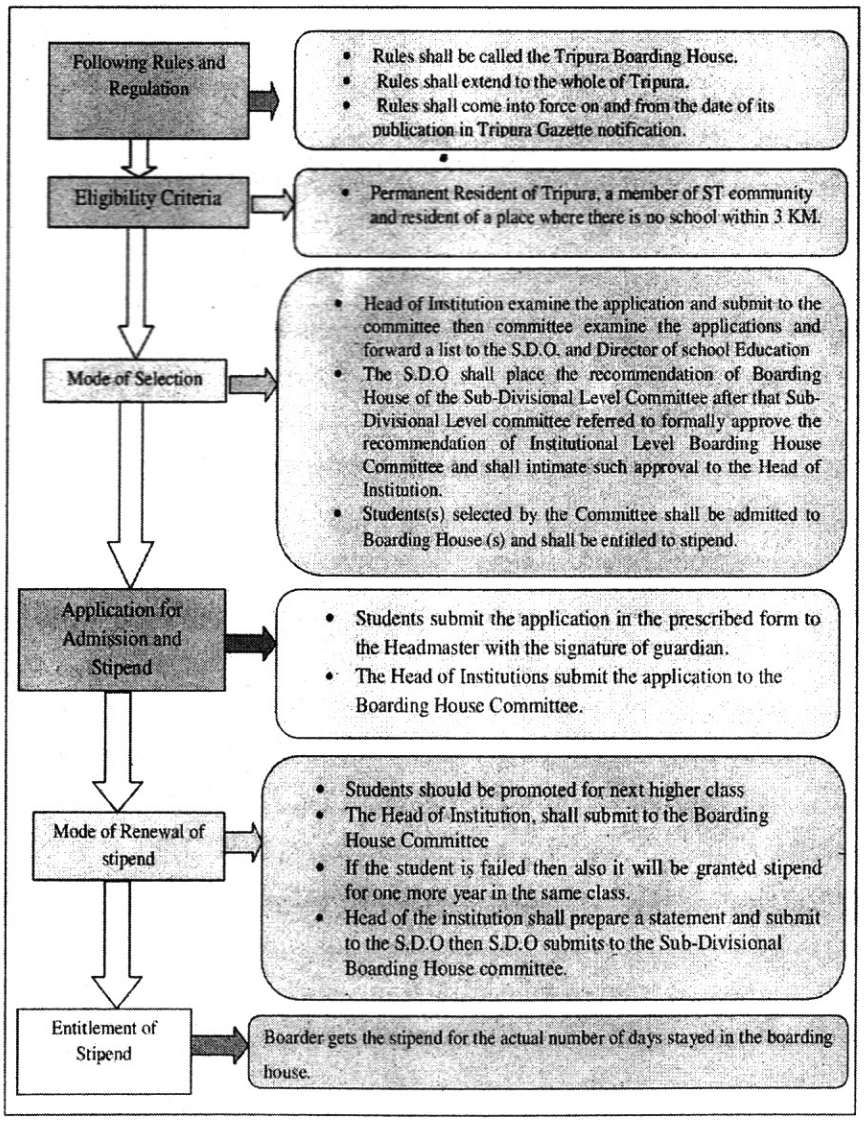
d. To expel the boarders for violation of prescribed Rules,

e. To appoint Boarding House Superintendent, and

f. To take any action required for improving the overall condition of a Boarding House.

A Boarding House Committee at Institutional Level for selection of students to be admitted in the Boarding House. This Committee shall consist of S.D.T.W.O, Head of the Institute, Superintendent of B.H, two Teachers, one Non-Official of the locality are nominated by the SDO. The Institutional Level Boarding House committee mentioned in Sub-Rule-(3) of Rule -4, shall be constituted by a Notification of the Sub-Divisional Officer for all (Boarding Houses within his jurisdiction, in consultation with the SDTWO or Head of the Institutions.

1.3. PROCESS CHART OF IMPLEMENTATION OF BOARDING HOUSE STIPEND


Following Rules and Regulation
Rules shall be called the Tripura Boarding House.
Rules shall extend to the whole of Tripura.
Rules shall come into force on and from the date of its publication in Tripura Gazette notification.
Eligibility Criteria
Permanent Resident of Tripura, a member of ST community and resident of a place where there is no school within 3 KM.
Mode of Selection
Head of Institution examine the application and submit to the committee then committee examine the applications and forward a list to the S.D.O. and Director of school Education
The S.D.O shall place the recommendation of Boarding House of the Sub-Divisional Level Committee after that Sub-Divisional Level committee referred to formally approve the recommendation of Institutional Level Boarding House Committee and shall intimate such approval to the Head of Institution.
Students(s) selected by the Committee shall be admitted to Boarding House (s) and shall be entitled to stipend.
Application for Admission and Stipend
Students submit the application in the prescribed form to the Headmaster with the signature of guardian.
The Head of Institutions submit the application to the Boarding House Committee.
Mode of Renewal of stipend
Students should be promoted for next higher class
The Head of Institution, shall submit to the Boarding House Committee
If the student is failed then also it will be granted stipend for one more year in the same class.
Head of the institution shall prepare a statement and submit to the S.D.O then S.D.O submits to the Sub-Divisional Boarding House committee.
Entitlement of Stipend
Boarder gets the stipend for the actual number of days stayed in the boarding house.

1.4. PERFORMANCE OF THE BOARDING HOUSE STIPEND

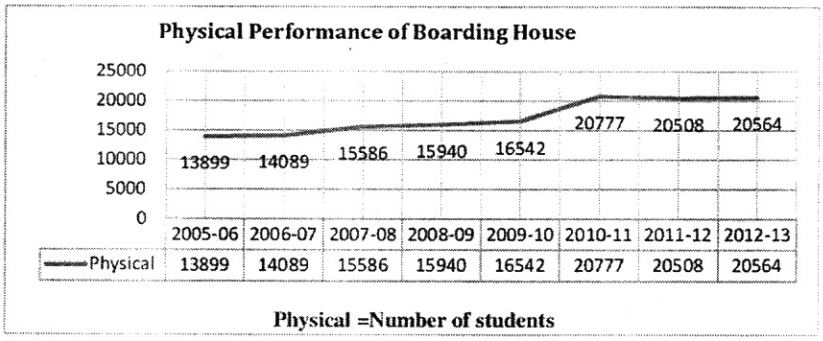


Figure: 1

Figure 1 indicates about the physical performance of stipend. It clearly indicates that every year number of students increased in boarding house. In 2010, 4235 number students increased in boarding house from previous year. It seems that boarding house stipend is playing a vital role for the development of tribal education and vast number of tribal student's education depend on boarding house.

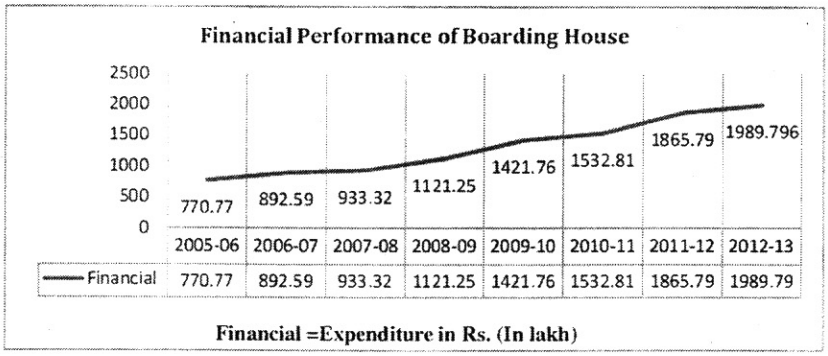


Figure : 2

Figure 2 reveals about the financial performance of boarding house stipend

for last eight years. It was same as previous graph and it shows that in 2012-2013 the percentage of student was not increased that much but financial expenditure was more i.e. 124.00 lakh, and in 2010 the number of student was increased more but increase of fund was only 111.05 lakh. It indicates that, financial expenditures were not increase at per with the number of student increased.

Section - II

RESEARCH METHODOLOGY

2.1. Objectives of the study

i. To study the socio-economic background of boarding house students.

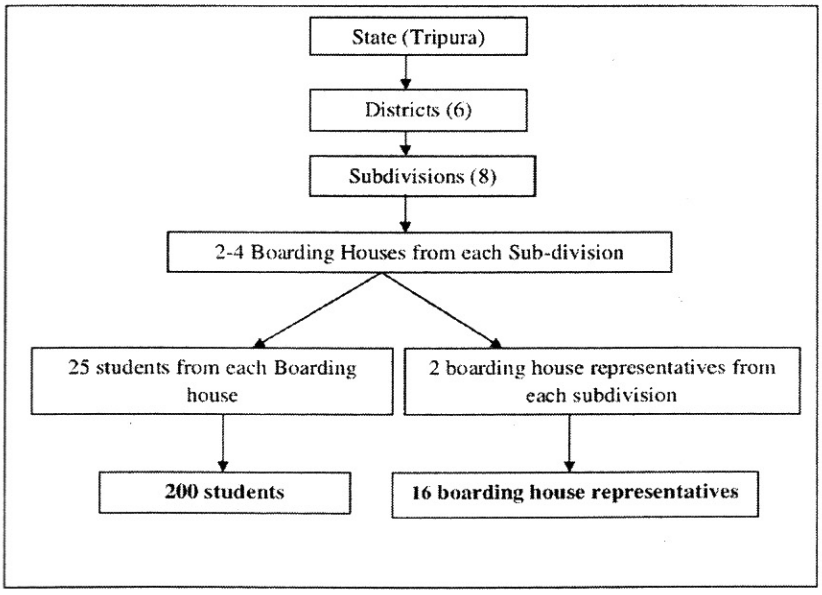
ii. To assess the impact of boarding house stipend on tribal students.

iii. To find out the problems facing by students in boarding house.

2.2. Sampling techniques

The study was conducted in the eight sub-division of the State i.e. Sadar, Bishalgarh, Sabroom, Belonia, Khowai, Ambassa, Kamalpur, and Kailasahar. Stratified random sampling method was used for sampling. Total 200 students and sixteen boarding representatives from eight sub-divisions (2-4 boarding houses from each subdivision) were selected.

2.3. Sample design



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Section - III

RESULT AND DISSCUSSION

Part A : Family background and respondent profile

Table 1: Economic category of the family

Sl No.	Categories	Number of person	Percentage
1.	BPL	124	62.0
2.	APL	71	35.5
3.	Antodaya	4	2.0
4.	Annapurna	1	0.5
	Total	200	100

Source: Field survey, 2014

- From the survey it was found that, 35.5 percent students were from APL families and 62 percent were from BPL families. This indicates that even APL families in Tribal areas were also not capable to bear the expenses of their children education.

Table 2: Religion of the student

Sl no.	Religion	Number of persons	Percentage
1.	Hindu	165	82.5
2.	Christian	35	17.5
3.	Buddhist	0	0
Total		200	100

Source: Field Survey, 2014

- Above table shows that,more than 82 percent students belong to Hindu community and rests of the family were followers of Christianity.

Table 3: Age wise gender distribution

Age	Girl	Boys	Total
10-11	6 (6.67)	0	6 (3)
12-13	14 (15.55)	23 (20.91)	37 (18.5)
14-15	45 (50)	40 (36.36)	85 (42.5)
16-17	20 (22.22)	29 (26.36)	49 (24.5)
18-19	4 (4.44)	17 (15.45)	21 (10.5)
20-21	1 (1.11)	1 (0.91)	2 (1)
Total	90	110	200

Source: Field survey, 2014

- From the above table-3 it was cleared that, 42.5 percent student under 14-15 years of age group both girls and boys were getting stipend. Interestingly few students found getting stipend in age of 20-21 years, which might be the case of dropout students.

Table 4: Gender wise students in different classes

Classes	Girl	Boys	Total
Upper primary	38 (42.22)	50 (45.45)	88 (44.00)
Secondary	49 (54.44)	46 (41.81)	95 (47.5)
Higher Secondary	3 (3.33)	14 (12.72)	17 (8.5)
Total	90	110	200

Source: Field survey, 2014

- Table 4 discusses about the gender wise student distribution in

different classes. In case of higher secondary, Girl's education (3.33 %) was less as compare to boys (12.72 %) because some girls got married after secondary education and some girls dropped their schooling due to various reasons.

- 44 percent boys and 47.5 percent girls were studying upper primary and secondary level respectively.

Part Table 5: Sources of information

Sl no.	Sources	Number of student	Percentage
1.	School	115	57.5
2.	Hostel	23	11.5
3.	Friend	8	4.0
4.	Local leader	5	2.5
5.	Media	0	0
6.	NGO	0	0
7.	Others	49	24.5
Total		200	100

Source: Field survey, 2014

- Students used to get information from different sources related to boarding house before getting admission. Most of the students come to know from school (57.5%) and it was clear that warden, Media and even NGOs were not playing any kind of role for giving information about the services or facilities available for tribal students.

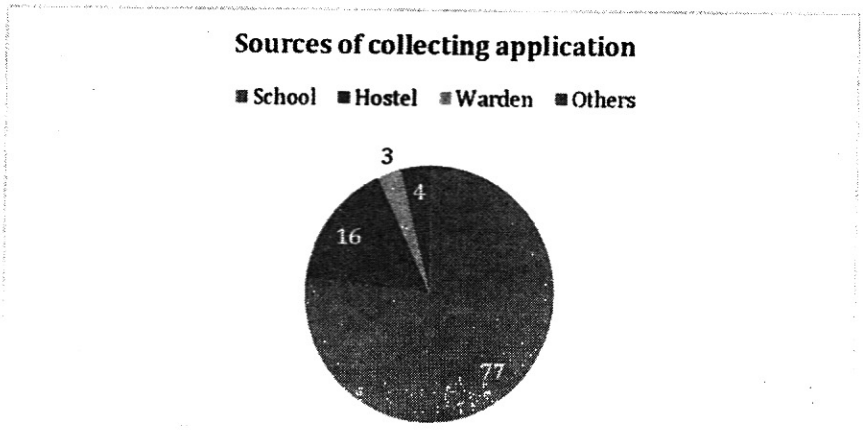

Figure: 3

- It can be observed that ,the maximum students were collecting their application form from school (77%).
- There was no particular guidelines about the submission of document even though the head of the institutions used to take several documents in all the subdivision except Bishalgarh like Caste Certificate, Mark sheet, TC Certificate, Aaadhar card, Ration card, PRC/PRTC, Distance certificate, Income certificate, Bank account number, Passport size photograph, Family Income, Application format etc.

Table 6: Place of submitting the documents

Sl No.	Place	Number of student	Percentage
1.	School	132	66
2.	Hostel	26	13
3.	Warden	4	2
4.	Not required	38	19
Total		200	100

Source: Field survey, 2014

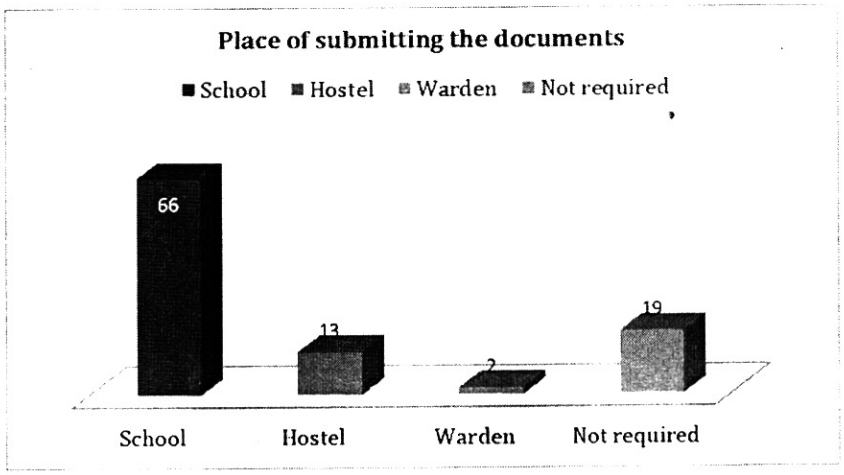

Figure: 4

- For the purpose of stipend 19 percent of the students did not submit any kind of documents during application as per the guideline and prescribed format.
- Rest of the student submitted the documents with application form whereas maximum number of students submitted the documents in school (66%).

Table 7: Duration of approval

Monitoring	Number of student	Percentage
After one week	79	39.5
After one month	56	28
After Fifteen days	17	8.5
After six month	2	1
After one year	0	0
Don't Know	46	23
Total	200	100

Source: Field survey, 2014

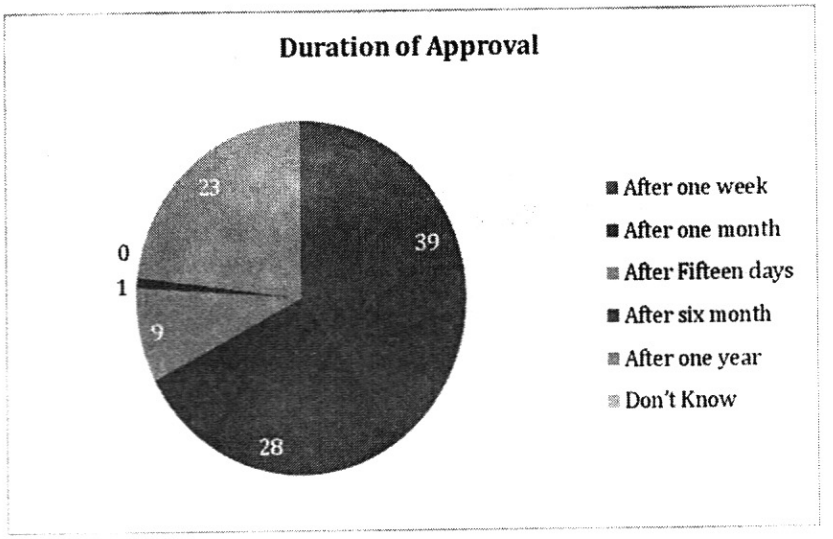

Figure: 5

- During the survey, majority of the students (39.5%) informed that the approval of stipend was declared within a week whereas 23 percent students said that they didn't know anything about the duration of approval of stipend.

Table 8: Place of Selection of stipend

Sl no.	Place	Number of person	Percentage
1.	School	155	77.5
2.	Hostel	14	7
3.	Warden	16	8
4.	Others	14	7
5.	Don't remember	1	0.5
Total		200	100

Source: Field survey, 2014

- According to guideline only school and boarding house committee can select the student for stipend and 77.5 percent students agreed that they

were selected by the school authority.

Table 9: Sources of help for receiving the benefit

Sl no.	Sources	Number of students	Percentage
1.	School	141	70.5
2.	Hostel	4	2
3.	Warden	34	17
4.	Friend	1	0.5
5.	Local leader	1	0.5
6.	Others	2	1
7.	None	17	8.5
Total		200	100

Source: Field survey, 2014

- About 70.5 percent student got help from the school for the purpose of receiving benefit while 8.5 percent students did not get any kind of help from any others regarding the benefit.

Visiting the boarding house committee

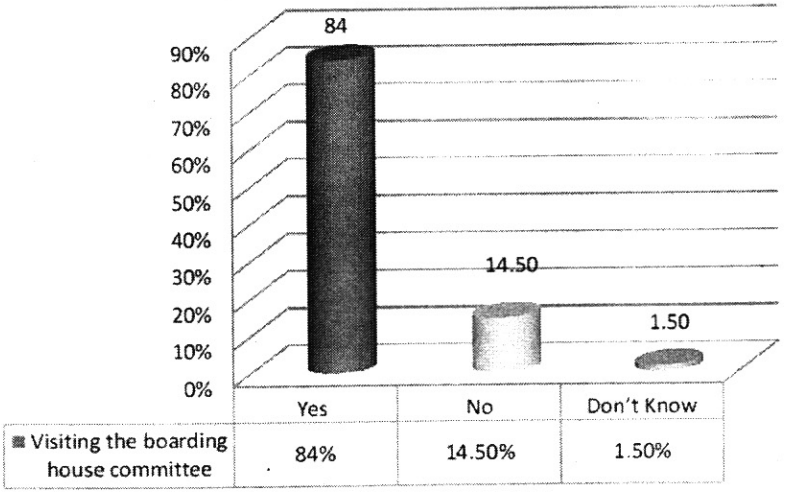

Figure: 6

- Figure 6 depicts about the visit in boarding house by the members of boarding house committee and it has been found that in guideline there was no particular schedule for visiting the boarding house committee though 84 percent student said that the committee used to visit the boarding house.

Table 10: Duration of Monitoring

Monitoring	Number of student	Percentage
Daily	14	7
Weekly	29	14.5
Monthly	90	45
Quarterly	0	0
Yearly	29	14.5
Sometimes and not regularly	7	3.5
Don't know	31	15.5
Total	200	100

Source: Field survey, 2014

- 15.5 percent students were not aware about the visiting period of boarding house committee. 14.5 percent students agreed that monitoring committe members were visited the boarding house weekly basis .Howevere 45 percent were agreed with the monthly basis monitoring.

Table 11: Gender wise Percentage of student aware about Sponsoring Department

Sl no.	Gender	Girl	Boys	Total
1.	Yes	20 (22.22)	22 (20)	42 (21)
2.	No	70 (77.77)	88 (80)	158 (79)
Total		90	110	200

Source: Field survey, 2014

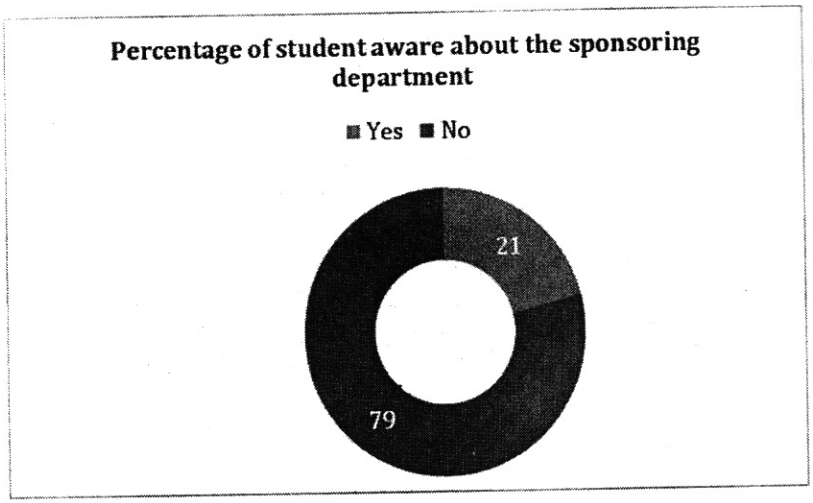

Figure: 7

Each and every one of boarding house should be aware of getting the stipend benefit but it was found that 79 percent students were not aware about the name of sponsoring department and as per them the concern school was providing stipend.

Table 12: Adequacy of Stipend amount:

Sl. No.	Gender	Girl	Boys	Total
1.	**Yes**	34 (37.78)	41 (37.27)	75 (37.5)
2.	**No**	41 (45.55)	46 (41.82)	87 (43.5)
3	**Don't know**	15 (16.67)	23 (20.91)	38 (19)
Total		90	110	200

Source: Field survey, 2014

Boarding House Stipend

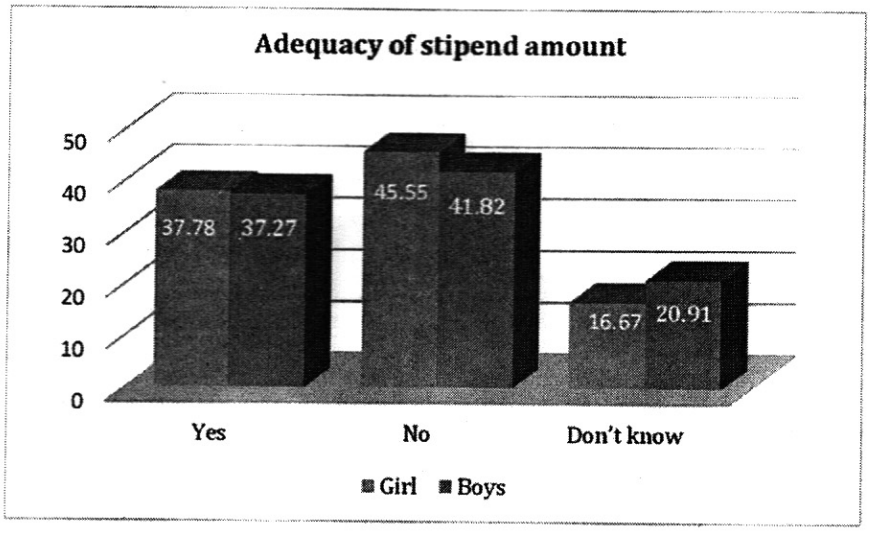

Figure: 8

Adequacy of stipend amount has been discussed in table-12 which shows that 37.5 percent students agreed that stipend amount was adequate but 43.5 percent students were in favour of the increasing the stipend amount, whereas 19 percent students were not aware about this.

Table 13: Perception about whether stipend was helpful

Sl. No.	Name	Number of student	Percentage
1.	Agree	102	(51)
2.	Strongly agree	47	(23.5)
3.	Disagree	28	(14)
4.	Strongly disagree	9	(4.5)
5.	Don't know	14	(7)
Total		200	100

Source: Field survey, 2014

Table 13 discusses about the perception of student about the benefit of stipend for students. About 51 percent students agreed that the stipend amount was helpful while 14 percent student said that the stipend amount

was not helpful because it was only Rs 41. Students were also not getting their stipend in hand and they could not use it as the stipends were fully under control of school authority (Warden).

Table 14: Significance of improvement of education

Sl. No.	Name	Girls	Boys	Total
1	Highly significant	28 (31.11)	23 (20.91)	51 (25.5)
2.	Significant	38 (42.22)	48 (43.64)	86 (43)
3.	Significant somewhat	13 (14.44)	18 (16.36)	31 (15.5)
4.	Less significant	4 (4.44)	2 (1.82)	6 (3)
5.	Not significant	0	0	0
6.	Don't know	7 (7.77)	19 (17.27)	26 (13)
Total		90	110	200

Source: Field survey, 2014

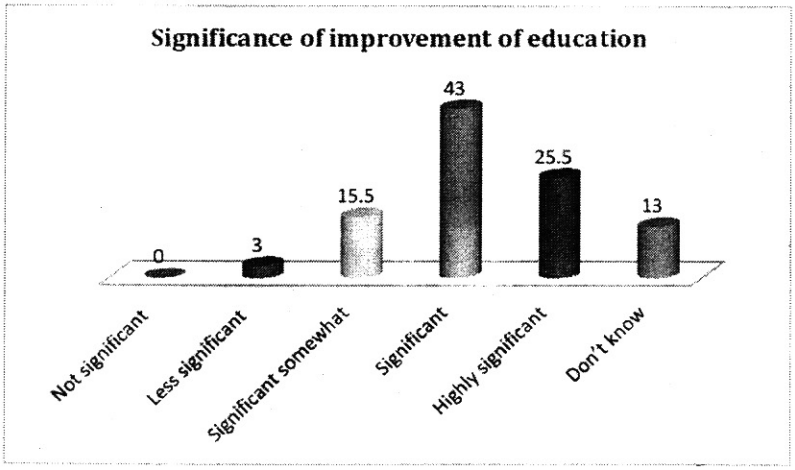

Figure: 9

Above table and figure 9 shows that, maximum number of student agreed with the significant category regarding the improvement of education i.e. 43 percent .Among them 43.64 percent of boys and 42.22 percent girls opinion were significant. Whereas no one is there in the category of not significant only 3 percent were there in significant somewhat category about the improvement of education.

Table 15: Possibilities of continuation of study without stipend

Sl. No.	Gender	Girl	Boys	Total
1.	**Yes**	44 (48.89)	50 (45.45)	94 (47)
2.	**No**	43 (47.78)	52 (47.27)	95 (47.5)
3.	**Don't know**	3 (3.33)	8 (7.27)	11 (5.5)
Total		90	110	200

Source: Field survey, 2014

About 56 percent of the students believed that continuation of study would be difficult for them without stipend.It seems about the extent of helpfulness of stipend for education.

Table 16: Percentage of student suffer from discontinuation of stipend

Sl. No.	Gender	Girls	Boys	Total
1.	Yes	4 (4.44)	9 (8.18)	13 (6.5)
2.	No	75 (83.33)	94 (85.45)	169 (84.5)
3.	Don't know	11 (12.22)	7 (6.36)	18 (9)
Total		90	110	200

Source: Field survey, 2014

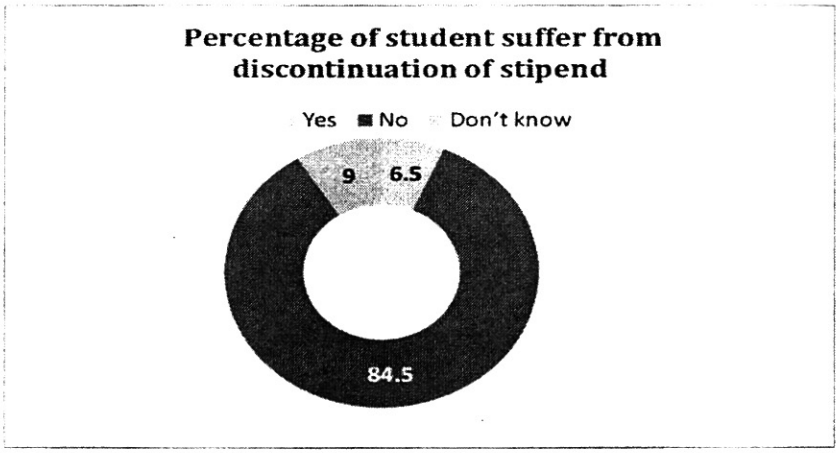

Figure: 10

As per the guidelines the head of the institution can suspend the disbursement of stipend to a student who has been expelled for violating the rules as per the record. Only 4.44 percent girls and 8.18 percent boys discontinued from stipend because they failed in their existing classes while rest of them were receiving stipend in time.

Table 17: Percentage of student willing to change the boarding house

Sl. No.	Gender	Girl	Boys	Total
1.	Yes	29 (14.5)	28 (14)	57 (28.5)
2.	No	61 (30.5)	75 (37.5)	136 (68)
3.	Don't know	0	7 (3.5)	7 (3.5)
	Total	90 (45)	110 (55)	200

Source: Field survey, 2014

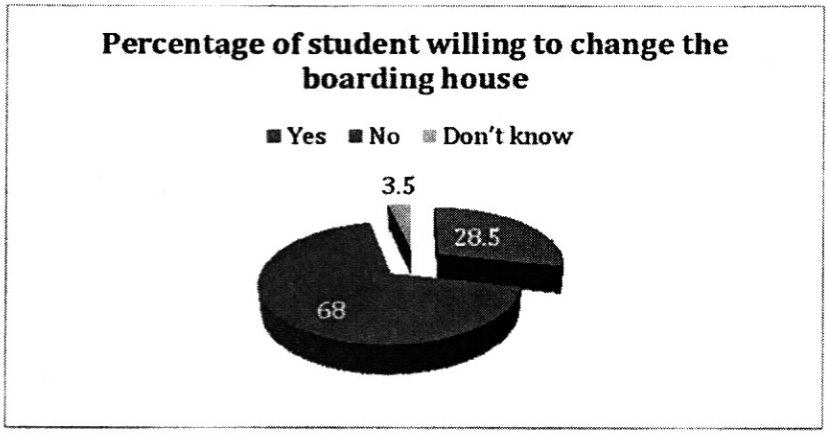

Figure: 11

In total 28.5 percent students wanted to change their boarding house due to several reasons like poor quality of food and accommodation.

Table 18: Percentage of student agree with the increase of stipend

Sl no.	Gender	Girl	Boys	Total
1.	Yes	78 (86.67)	89 (80.91)	167 (83.5)
2.	No	2 (2.22)	1 (0.91)	3 (1.5)
3.	Don't know	10 (11.11)	20 (1.18)	30 (15)
Total		90	110	200

Source: Field survey, 2014

86.67 percent girls were in favor of increase of the stipend amount but 11.11 percent girls were again not aware about their stipend. On the other hand ,more than 80 percent boys opined to increase their stipend amount as it was necessary because they did not get the stipend in their hand and for that reason they need more money for their daily expenditure.

Section - IV

PROBLEMS, RECOMMENDATIONS AND CONCLUSION

Issue-1: Lack of Proper Accommodation: Several boarding houses were available in different sub-divisions but most of the boarding houses were not in good condition in terms of infrastructure. Insufficient electricity and electric equipments, poor drinking water and sanitation system was almost in common scenario. Students were not comfortable with respect to food, lodging and they wanted to change the boarding house. Especially in Belonia sub-division, the condition of boarding house was not upto the mark.

Recommendation:

Authority as well as Management committee should make necessary repairing of all the accessories and materials of boarding house as soon as possible to avoid any kind of accident. There must be atleast 5 % of total budget for every year as maintenance grant for maintaining the infrastructure as well as other equipments on regular basis.

Issue-2: Lack of medical treatment facility: Most of the boarding house did not have the First Aid kit box. So at the time of emergency the students were facing several problems and representative of boarding house did not have fund for medical care of the students. Several boarding houses were facing these kinds of problems.

Recommendation:

- A compulsory Medical checkup needs to be done once in a month.
- In this regard local PHC, ASHA workers and other mobile bans

from different organisation may be linked with the boarding houses.

- Some important contact numbers like ambulance number, warden number etc. should be written in the notice board for any emergency situation.

Issue-3: Behaviour of boarding staffs with students: The behavior of some of the stuffs was not good and not student friendly. Due to this students were facing a probelm of homesickness.

Recommendation:

- The capacity building of stuffs can be done by introducing several methods through providing training to them for how to properly run a boarding house, how to behave with different age group of students etc.
- Particularly trained stuffs may be engaged for boarding house like a tribal cook for kitchen, a teaching guide for improvement of study etc.
- Conduct exposure visit for students.

Issue-4: Lack of extracurricular activities: Sports room, play ground and other playing materials like football, cricket ball, bats etc were not available in all the boarding house. Students were also not attached with any kind of extracurricular activities and becoming socially and culturally excluded. This may affect the moral health of the students in future.

Recommendation:

- Playing equipments, television or computer etc. need to be arranged in all the boarding house.
- Different kinds of cultural programmes like celebration of important dates,sit & draw competition, drama, folk songs, several competitions etc.

need to be organized on regular basis.

- Teacher and parent meeting need to conduct quaterly basis.

Issue-5: Absence (Shortage) of safety and security: Some boarding houses were far from the main area. Students and warden of boarding house facing insecurity due to absence of night guard.

Recommendation:

- All the boarding house should have at least one night guard and CCTV camera.
- Boundary wall was also necessary for safety.
- Under Sipahijala sub-division in Bishramganj S.T Boys Hostel, some students were demanded shifting of boarding house to another better place.

Issue-6: Deficiency in improvement of education : The boarding house students were dependent on class lectures in school and sometimes which was not sufficient for them as there was no coaching center attached with hostel and school. Due to this their improvement of education was not upto the mark. Most of the students belonged to poor family, so they could not afford private tuition as well.

Recommendation:

- Need free coaching for their better education.
- Coaching centre needs to be started as early as possible and quality teachers are needed for guidance.
- NGO and local agencies should come forward in this regard.

Issue-7: Faulty mechanism of student selection for stipend: There were various students who required boarding house stipend but not getting. Students were selected for stipend on the basis of BPL card not on the basis of their family income. This creates problems to identify the needy students.

Recommendation:

- Proper care should be taken while selection of students for stipend.
- Proper mechanism & strategy should use for selection of the student for availing the facility.

CONCLUSION

Education is the major factor for development of the nation and it is also more important for tribal communities. The importance of education as one of the most powerful means of bringing about socio-economic development of the Scheduled Tribes. As educational development is a stepping-stone to economic and social development, and the most effective instrument for empowering the tribal's and for that Ministry of Tribal Affairs makes all efforts for the development of tribal people.

The present study about the impact of boarding house stipend gives several information regarding boarders. It was found that the scheme is very much helpful for education of tribal students though having some problems. Number of boarding houses need to increase with some modification to contribute more on Tribal Education in the state.

ANNEXURE - 1

1. List of schools which were covered during survey for boarding house stipend in different subdivisions:

District	Subdivision	School name
West	Sadar	Bodhjung Boarding house
		B.R Ambedkar Chatri Nibash
		Maharani Tulshi bati Boarding House
		Umakanta chatra Nibash
Sipahijala District	Bishalgarh	Bishramganj S.T Girls Hostel
		Sepahijala S.T Boys Hostel
		Bishramganj S.T Boys Hostel
South Tripura	Belonia	Surjaya Sen Chatrabash
		Belonia Girls' H/S S.T Boarding House
		Borpathuri S.C Boarding house
		Vidhyapith Boys S.T Boarding House
	Sabroom	Sabroom ST Boys Boarding House
		Dasarath Deb ST Boys Boarding House
Khowai	Khowai	ST Boarding House No-1 attached to Khowai Govt. class XII School
		Ampura Girls H.S (+2 Stage) School
		ST Girls Boarding House attached to KG.HSS
		Baijal Bari Boys Class XII School
Dhalai	KAMALPUR	Marachara Boy's Hostel(SC & ST)
		K.C Girls' Hostel
		Harachandra S.T Boys' Hostel
		Iswar Chandra Vidyasagar Chatrabash
Dhalai	Ambassa	Ganganagar ST Boys Hostel
		Satyaram C.P.R. H.S School Girls Hostel
		Kulai Boys Hostel
Unakuti	Kailashahar	Upajati Chatri Nibas
		Tribal Hostel
		Pabiacherra ST Girls Hostel
		R.K.I Hostel

ANNEXURE - 2

2. Name & location of Boarding House (Functional & Non-functional) with existing boarder strength in selected subdivision

Districts	Name of the Sub-Division	Name of Block		Name of School	Status	Intake Capacity	Present Strength
WEST	Sadar	Municipality	1	U . K.. Academy H/S	Boys	100	50
			2	Netaji SubashVidhya Niketan H/S(**Non-Functional**)	Boys	25	0
			3	Budhjung H/S	-do-	100	100
			4	Abhoynagar College hostel	-do-	30	0
		Mohanpur	5	Ishanpur H.S.School (**Non-Functional**)	Boys	50	0
			6	Katlamara H/S	-do-	50	35
			7	Barkathal H/S	-do-	80	80
		Jirania	8	Lokashikhalaya H/S (**Non-Functional**)	-do-	75	0
			9	Khumpui Academy(ADC)	Boys & Girls	379	379
			10	Eklavya Model Residential School(Khumlwng) TTWREI's	B-210 G-210	420	420
	Bishalgarh	Jampuijala	11	S.D. Memorial H/S	Boys	50	50
		Bishalgarh	12	Bisharmgang H/S.	-do-	75	41
			13	Charilam H.S.	-do-	15	0
			14	Sepoyjala HS School	Boys	30	30
		Jampuijala	15	Takarjala H/S	Boys	50	50
		Dukli	16	Charipara H/S	-do-	50	17
	Sonamura	Melagarh	17	N. C. I. H/S	-do-	30	13
			18	Melaghar H/S	-do-	60	56
	Khowai	Khowai	19	Khowai Boys H/S (Host.- I)	-do –	88	39
			20	Chebri H.S.School.	boys	30	0

		Kalyanpur	21	Kalyanpur H.S School (Non functional)	Boys	50	0
		Khowai	22	Srinath Vidyaniketan	-do –	25	20
		Tulasikhar	23	Behalabari H/S	-do-	50	29
		Tulasikhar	24	Tulasikhar H/S	-do-	50	50
			25	Bharat Sardar Para H/S	-do-	50	34
		Padmabil	26	Baijalbari H/S	Boys	50	38
		Padmabil	27	Baramaidan H/S	-do-	50	44
		Tulasikhar	28	Rajnagar Residential School (run by TTWREIS), Combined.	Boys & Girls	420	120
	Teliamura	Teliamura	29	Teliamura HS	boys	40	17
		Teliamura	30	Zion Hill H/S	Boys	144	98
		Mungiakami	31	Mungiakami HS	-do –	50	37
					(West Dist)Total	**2766**	**1847**
SOUTH	Udaipur	Matarbari	32	K.B.I., Udaipur	Boys	70	70
			33	Ramesh H/S	Boys	50	50
			34	Chandrapur Colony	Boys	30	30
			35	Chandarpur J.B.(Low Cost)	Boys	36	36
		Killa	36	Mirzra H/S School	-do-	30	30
			37	Bagma Samatal Para H/S	-do-	50	50
			38	Noabari H/S School	-do-	30	30
			39	Netaji Subash Mahavidyalaya	-do-	50	0
	Amarpur	Ompi	40	Ampinagar H/S	-do-	40	40
			41	Tentuibari H/S	-do-	30	30
			42	NutanBazar H/S	-do-	27	27
		Amarpur	43	Amarpur H/S	-do-	60	39
		Karbook	44	Ashram School Karbook(TTWREI's)	-do-	200	200
			45	Karbook Panjiham H/S	Boys	76	76
		Ompi	46	Tuidu Res. Schoolrun by ADC	Boys & Girls	100	100

Boarding House Stipend

	Belonia	Notified Area	47	Belonia Vidyapith	Boys	10	4
			48	B.K.I. H/S School	Boys	30	30
			49	Niharnagar H/S	-do-	50	33
		Rajnagar	50	Barpathari H/S	-do-	48	41
	Santirbazar	Bagafa	51	Bagafa Ashram School	-do-	102	102
			52	Kalashi H/S	-do-	30	30
			53	Muharipur H/S	-do-	30	30
		Bagafa	54	Birchandra Manu Sahid Smrity Vidyamandir	-do-	50	50
			55	Eklavya Model Residential School(TTWREI's)	B-210 G-210	420	420
			56	Debdaru H/S	Boys	30	30
			57	Baikhura H/S	-do-	50	50
	Sabroom	Notified area	58	Sabroom H/S	Boys	50	50
			59	Manu H/S School	Boys	50	48
			60	Srinagar H/S	-do-	21	0
		Satchand	61	Dasarath Memorial R/S, Harina	Boys	70	70
			62	Silachari H/S	Boys	50	22
			63	Residential School, Bhurathali (TTWREI's)	Boys & Girls	420	180
			64	Baisnabpur High school	Boys	20	20
			65	Chatak Chari H/S	Boys	50	50
					(South Dist.) Total	**2460**	**2068**
DHALAI	Kamalpur	Notified area	66	Hara Ch. H/S	-do-	100	100
			67	Kamalpur H/S (Comb)	-do-	66	66
			68	Salema HS (**Non-Functional**)	-do-	10	0
			69	Marachara H/S	-do-	15	15
			70	Kamalpur Degree College	Boys	30	0
	L.T.V.	Chowmanu	71	Chawmanu H/S	-do-	100	60
			72	Karamchara H/S	-do-	50	50
			73	Kathalchara TMC	-do-	50	50

			74	Chailengta H/S (Old)	-do-	20	20
			75	Chailengta H/S (New)	-do-	50	
			76	Madhab Ch. H/S	-do-	32	32
			77	Wakiram Premlaxmi Smriti BH	Boys	50	50
			78	Bhaibon Chara H/S	-do-	20	20
			79	Purnamohan Tripura Sundari Res. School**run by ADC**	Boys & Girls	100	100
	Gandacherra	Dumburnagar	80	Gandacharra H/S	boys	50	50
			81	Jagabandhu para High School	-do-	50	50
			82	Anandamohan Roaja High School.	-do-	50	50
			83	Raishyabari H/S	-do-	20	20
			84	Raishyabari Res. School **run by ADC**	Boys & Girls	100	100
	Ambassa	Ambassa	85	Kulai H/S (Comb)	-do-	50	50
			86	Satyaram C.P. H/S	-do-	100	100
			87	Ganganagar H/S	-do-	50	50
			88	Radha Mohan Memorial Ashram School. (TTWREI's)	B-150 G-150	300	300
					(Dhalai Dist.) Total	**1463**	**1333**
NORTH	Kailashahar	Notified area	89	R. K. Institute, Kailashahar,	Boys	50	41
			90	Ramkrishna Shikha Pratisthan, Kailashahar,	-do-	24	24
			91	Belkhumbari H/S	-do-	50	50
		Gournagar	92	Darchawai Christian H/S. Darchawi, Kumarghat	-do-	80	80
			93	Ekalavya Model Residential School (TTWREI's)	Boys & Girls	420	300
			94	Dhansingh Choudhri Memorial Class-XII School).	-do-	20	20

Boarding House Stipend

				Kanchanbari			
		Kumarghat	95	Pabiachara H/S , Kumarghat	-do-	32	32
			96	Fatickray H/S	-do-	31	31
	Kanchanpur	Kanchanpur	97	Kanchanpur J.B. School (Low Cost)	-do-	15	0
			98	Kanchanpur H/S (Old)	-do-	65	115
			99	Kanchanpur H/S (New)	-do-	50	
			100	Durgaram Para H/S Boys	Boys	80	80
			101	Ledrai Dewan H/S	-do-	50	40
			102	Ramguna C.P. H/S	-do-	50	50
			103	Ratanmani Memorial Ashram School (TTWREI's)	Boys & Girls	100	100
			104	Anandabazar H/S	-do-	50	50
			105	Anandabazar B.A.D.P. Hostel	-do-	50	50
		Pecharthal	106	Pecharthal H/S	-do-	20	20
			107	Purnajoy C.P ST Boys	Boys	100	100
		Jampui	108	Jampui H/S School	-do-	86	86
		Damcherra	109	Damchara H/S School	-do-	75	75
		Jampui	110	Subaul H/S School	-do-	50	50
			111	Satnala Res. School **run by ADC**	-do-	100	100
	Dharma-nagar	Kadamtala	112	Kadamtala H/S (Comb)	-do-	30	30
			113	Padmapur HS **(Non-Functional)**	-do-	50	0
			114	B.B.Institute **(Non-Functional)**	-do-	19	0
			115	Panisagar H/S	-do-	20	20
					(Nort Dist.) Total	**1767**	**1544**
					Grand Total	**8456**	**6792**

About the Tribal Research and Cultural Institute

Tribal Research and Cultural Institute was established under Tribal Welfare Department in the year 1970 as per decision of Government of Tripura for launching studies on the socio-economic aspect of the Different Tribes of Tripura besides evaluation of all development schemes taken up for the benefits of the tribes. This institute deals in fundamental and applied research works on the socio-economic field, evaluation, documentation of Tribal Art and Culture, preservation of tribal heritage, publication of research studies. Tribal Research and Cultural Institute collects manuscripts on tribal history and tradition, development of languages of different tribes etc. In addition, this Institute is also engaged for organizing seminar, workshop on different aspects of tribal development of issues along with training programme for the field level officers

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